

Overview

The purpose of this lesson is to help the students understand the contributions to Kansas made by immigrants. It encourages cooperative learning and helps the students to practice their skills at finding the main ideas within an expository text. The students will present information to the class and all students will record the main ideas of the readings on a graphic organizer. The lesson is designed to take place during one class session.

Standards

History:

Benchmark 2, Indicator 2 The student explains the economic and cultural contributions made by immigrant groups to Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations).

Reading:

Benchmark 4, Indicator 9 The student retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.

Objectives

Content

- The student will explain at least one contribution made by an immigrant group to Kansas.

Skills

- The student will work cooperatively to retell the main and supporting ideas of an expository text.

Essential Questions

- How does being a country of immigrants make the United States unique?
- In what ways do immigrants contribute to our American culture?



Activities

This activity uses the following *Read Kansas* cards:

- **Fred Harvey: A British Immigrant Creates Jobs**
- **Bernard Warkentin: A Mennonite Immigrant Changes Agriculture**
- **Immigrant Miners and Their Families: Contributing to the Kansas Economy**
- **Eva Jessye: Preserving the Art of African American Music**
- **The Custom of Czech Egg Decorating**
- **Celebrating Our Heritage: Fiesta**

Day 1

1. Review the meaning of “immigration” and “immigrant.” (See lesson I-8 for assistance.)
2. Divide the class into six groups. Assign each group to read one of the six *Read Kansas* cards. Have students assist each other to read the *Read Kansas* card. Distribute a copy of the **Presentation Planning Sheet** graphic organizer to each group. Have the students work together to complete the **Presentation Planning Sheet** graphic organizer for that group’s *Read Kansas* card.
3. Distribute a copy of the **Immigrant Contributions** graphic organizer to each student.
4. Ask each group to present to the class the topic, the facts, and the main idea of the *Read Kansas* card.
5. By listening to each group’s presentation, students should be able to connect each *Read Kansas* card topic to a particular “contribution” using the **Immigrant Contributions** graphic organizer. In the box connected to the “contribution” each student should write the main idea. You may want to demonstrate this for the students using an overhead.
6. At the conclusion of the presentations ask students to turn over their graphic organizers so they are not visible. Ask the class to name some contributions made by immigrants to Kansas. Write their answers on the board. Ask the students to look again at their **Immigrant Contributions** graphic organizer to see if there was anything they forgot to mention.

Assessment

1. Observe the students’ ability to work cooperatively to identify the main ideas.
2. Evaluate the students’ ability to successfully complete the graphic organizer.
3. Observe the students’ ability to participate in the class discussion.

For the Teacher

This lesson can be used alone, but works best in conjunction with lesson I-8 that gives the students an understanding of immigration and of specific immigrant groups to Kansas. This lesson builds on that knowledge and discusses the types of contributions immigrants have made to Kansas.

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Resources for this lesson are from:

- Kansas State Historical Society collections
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Presentation Planning Sheet

Card Title:

Main Idea:

Supporting Details:

Name _____

Immigrant Contributions

